

SELATTYN CHURCH OF
ENGLAND
PRIMARY SCHOOL



EYFS POLICY

SEPTEMBER 2024

REVIEW SEPTEMBER 2026

Our ethos

Here in Early Years, we pride ourselves on our caring and cooperative environment, as we learn from and support one another to reach our full potential and have fun together. Our school values run through everything we do.

Our experienced, warm and welcoming staff provide opportunities for children to learn, explore and play through a mix of child-initiated and adult-led play and experiences which follow children's interests.

At Selattyn, we understand that children's early years are the most influential in their education as they set the foundations for all future learning. We provide a rich, stimulating curriculum based on the principles of the EYFS.

Principles of the EYFS

" Every child deserves the best possible start to life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up." **(Department for Education, 2017)**

The Early Years Foundation Stage (EYFS 2021) sets the standards that all early years' providers must meet, to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness', and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- quality and consistency, so that every child makes good progress and no child is left behind.
 - A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
 - Partnership working between practitioners and with parents and/or carers.
 - Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.
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The EYFS is based upon four guiding principles that shape early years and also our school ethos.

Our four guiding principles

- **A Unique Child**

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. Also that children develop in individual ways and at varying rates. We use praise and encouragement, as well as rewards to encourage and develop a positive attitude to learning. The Unique Child develops through the **Characteristics of Effective Learning**, which move through all areas of learning. These are: **Playing and exploring, active learning and creating and thinking critically.**

- **Positive Relationships**

We recognise that children learn to be strong and independent from secure relationships and we aim to develop caring, respectful and professional relationships with the children and their families.

- **Enabling Environments**

The learning and play environments are vital for supporting and extending a child's development. In the classroom and outdoor environment, we aim to observe and assess the children's development and interests. Based on these observations, suitably challenging activities and experiences will be planned to extend their learning and achievement.

- **Learning and Development**

The Reception class is organised in a way that encourages children to explore and learn safely, with indoor and outdoor provision. There are areas for activities and play, and others for quiet time and rest. The setting is designed to enable children to learn and play independently. We encourage independence throughout the whole setting.

Curriculum Aims

In our early years, we follow the curriculum outlined in the Statutory EYFS Framework (2021).

The EYFS framework includes 7 areas of learning that are equally important and inter-connected. However, 3 areas known as the **prime areas** are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The 'Prime Areas' are:

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development**

The prime areas are strengthened and applied through 4 'Specific Areas':

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Art and Design**

Our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible, to allow us to respond quickly to children's new interests and/or needs. Weaving throughout the EYFS curriculum at Selattyn are three **Characteristics of Effective Learning**.

- **Playing and exploring**-children investigate and experience things, and 'have a go'.
 - **Active learning**-children concentrate, keep on trying if they encounter difficulties and enjoy achievements.
 - **Creating and thinking critically**- children have and develop their own ideas, make links between them, and develop strategies for doing things.
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Our approach

At Selattyn, we will provide a broad and balanced curriculum that will enable each child to develop personally, spiritually, emotionally, socially, physically, creatively and intellectually to their full potential. It is a place where each child is viewed as special and valued as an individual.

We aim to:

- Work in partnership with parents and guardians and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability.
- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs.
- Provide a broad, balanced, relevant and creative curriculum, that will set in place firm foundations for further learning and development, in Key Stage 1 and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Provide opportunities, whereby children experience a challenging and enjoyable programme of learning and development.

Planning and Assessment

Planning

We, at Selattyn, recognise that the best outcomes for children's learning occur when there is a careful balance of both focused learning, with adults guiding the learning through playful, rich experiential activities and child-initiated play, actively supported by an adult. Staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, staff working with the youngest

children are expected to focus strongly on the 3 prime areas of learning. Staff also consider the individual's needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience.

As children grow older and move through the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children prepare for year 1.

In addition to pre-planned adult led learning, we also use 'In the Moment Planning'. This is a tool which helps staff to scaffold children's learning in the moment; something which is greatly beneficial.

Where a child may have a special educational need or disability, staff will consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Assessment

The impact of our EYFS curriculum is measured by how effectively it helps our children develop into well rounded individuals, who embody our school values and carry with them the knowledge, skills and attitudes, which will make them lifelong learners and valuable future citizens. Our children have varied and diverse starting points. At Selattyn, we have high expectations to ensure that all children make 'strong progress' across all of the areas of the EYFS curriculum.

Baseline

Prior to children starting, staff spend time speaking to parents and previous settings, to gain an understanding of the whole child and where they are at. Parents are also encouraged to fill out a booklet with their child, called 'All about me'. During the first few weeks of term, staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas, so we can plan experiences to ensure strong progress is made for all children.

In addition to our school baseline, the class teacher will also administer The Statutory Reception Baseline Assessment (RBA). This assessment focuses on 'Language, Communication and Literacy', and 'mathematics'. The purpose of this is to show the progress children make from Reception until the end of KS2.

Ongoing observation

At Selattyn, we pride ourselves on really knowing our children. Significant time is given to interacting and engaging with our pupils, and using our professional expertise to plan engaging learning opportunities. Invaluable parental contributions are also taken into account. Through a reflective cycle of observation, planning and assessment, staff are able to ensure all children make progress. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work. Children have whiteboards and books for recording their learning for phonics, literacy and maths, where appropriate and staff make notes in these books if necessary to record pupil voice.

EYFS profile in Summer Term 2

When a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development (on track)
- Not yet reaching expected levels ('emerging'/not on track)

A 'Good Level of Development' is achieving expected levels in the **three prime areas**, plus **literacy** and **mathematics**.

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

Working with parents

At Selattyn, we recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development through parents' evenings, informal meetings, and written reports throughout the year. These help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Throughout the year, we provide a range of activities that encourage collaboration between child, school and parents: Church services, Sports Day, School Fair, etc.

In Reception, the EYFS teacher acts as a key person to all children, supported by the teaching assistant.

Safeguarding and welfare procedures

These are outlined in our Safeguarding Policy.

Monitoring and review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy.

There is a named governor responsible for the EYFS. This governor will discuss EYFS practice regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Head Teacher will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

This policy will be reviewed and approved by The Governing Body every two years. At every review, the policy will be shared with the governing board.

Signed by Head Teacher _____ Dated _____

Signed by Chair of Governors _____ Dated _____

Date of next review _____

Appendix 1. List of statutory policies and procedures for the EYFS

| Statutory policy or procedure for the EYFS | Where can it be found? |
|---|--|
| Safeguarding policy and procedures | See child protection and safeguarding policy |
| Procedure for responding to illness | See health and safety policy |
| Administering medicines policy | See supporting pupils with medical conditions policy |
| Emergency evacuation procedure | See health and safety policy |
| Procedure for checking the identity of visitors | See child protection and safeguarding policy |
| Procedures for a parent failing to collect a child and for missing children | See child protection and safeguarding policy |
| Procedure for dealing with concerns and complaints | See complaints policy |
